

**STATE OF MICHIGAN
CARL D. PERKINS
CONSOLIDATED ANNUAL REPORT**

**PROGRAM YEAR
July 1, 2003 – June 30, 2004**

**Michigan Department of Labor
& Economic Growth**

**Office of Career and Technical Preparation
(Secondary)
&
Office of Postsecondary Services,
Community College Services Unit
(Postsecondary)**

EXECUTIVE SUMMARY

This document contains the required annual report on the state-level activities conducted in Michigan through the benefit of federal funding from the Carl D. Perkins Vocational and Technical Education Act of 1998. In addition to the state-level activities, a report on the achievement of career and technical education students is addressed according to the requirements within the Act.

I. PROGRAM ADMINISTRATION Section 122 (c)

State Administration

In Michigan, the State Administrative Board serves as the State Board for Vocational Education. The membership includes the Governor, the Superintendent of Public Instruction, the Attorney General, the Secretary of State, and the Director of Management and Budget. On December 7, 2002, a Governor's Executive Order created a new Department called the Michigan Department of Labor & Economic Growth. The Michigan Department of Labor & Economic Growth (DLEG) is now the eligible agency for administration of Carl D. Perkins funds in Michigan. The Director of Career Education coordinates activities within the Office of Career and Technical Preparation, the Office of Postsecondary Services, and the Office of Adult Education. The Office of Career and Technical Preparation (OCTP) implements and monitors the Perkins grant activities and provides technical assistance to secondary career and technical education programs. The Community College Services Unit (CCSU) in the Office of Postsecondary Services oversees Perkins services to community colleges within the state. These two offices work cooperatively to deliver Perkins grant services and state leadership to secondary and postsecondary educators across the state.

The delivery system for Career and Technical Education (CTE) in Michigan is diverse, extensive, and complex. The State Legislature has statutorily established an education system operated by locally autonomous boards. DLEG must balance that autonomy along with the need to implement systemic change and continuous quality improvement. The Michigan system includes 25 secondary Regional Planning Areas, which encompass 321 comprehensive high schools, 60 secondary area career and technical education centers, and a postsecondary system, which includes 28 public community colleges, 4 four-year universities, and 1 tribal college.

Within the secondary system, CTE programs are provided through local school districts (rural, urban, charter/magnet), intermediate school districts (ISDs), and area career and technical education centers. The secondary system is further divided into 53 Career Education Planning Districts (CEPDs), which in many cases parallel the ISD boundaries. Although the intended purpose of CEPDs is to facilitate regional planning, they play a significant role in the collaborative delivery of career and technical programs and services at the secondary level. The secondary system also serves as a conduit for the delivery of some adult-level career and technical education programs and services for students less than 20 years old who have not completed high school.

The postsecondary system includes 28 public community colleges, 4 public four-year universities and 1 tribal college that are eligible for Perkins funding. These institutions offer certificate programs, associate degree programs, and courses, including customized training, for updating occupational skills and competencies.

In an effort to lead major career-related educational initiatives forward, the Department of Labor & Economic Growth has been building strategic partnerships based on delivery systems that parallel Workforce Development Board (WDB) regions. To facilitate strategic planning, it is important that key education programs be similarly aligned geographically and organizationally with job training and workforce development activities. The Office of Career and Technical Preparation has implemented a planning strategy to bring these efforts together. A single, unified plan and application process has been implemented for CTE Perkins and Tech Prep education grant programs with planning regions paralleling the 25 Workforce Development Boards in Michigan. Secondary and postsecondary long-range plans for 2000-2004 and extended for 2005, as well as annual local applications for 2000-01, 2001-02, 2002-03, 2003-04, and 2004-05 were required to be developed in alignment with Workforce Development Board planning.

Working together strengthens collaboration, reduces competition, and increases the influence of educational agencies. To this end, each of the WDBs has appointed an Education Advisory Group (EAG), which serves the purpose of coordinating educational programs and educational needs of the region. The EAGs have become increasingly important as they work with the Workforce Development Boards to implement strategic planning efforts.

State Leadership (Section 124)

Secondary

The Career and Technical Education Information System (CTEIS) collects information on students in CTE programs and includes statewide, regional, and district-level performance outcomes. We are able to measure each special population group and assess their performance within each of the core performance indicators, as well as within specific career and technical education programs. This program-specific information enables OCTP to focus technical assistance efforts. In addition, local education agencies maintain CTEIS data specific to their programs. This enables them to better analyze the data and provide better intervention for students, including those who are members of special populations groups, performing below the state standards.

The National Career Clusters, originally funded through the U. S. Department of Education, Office of Vocational and Adult Education, have been employed as the minimum state standards for CTE programs and, where available, other national standards are also included. Technical assistance and training for the use of the standards is being provided to administrators and educators. Program staff have begun to align the career cluster standards to state programs in order to assess strengths and weaknesses in the local curriculum and develop plans to bring the program of study into alignment. This will ensure quality programs for students with a national focus. State curriculum consultants have continued to provide technical assistance to state-approved programs to align curriculum and assist in the career cluster adoption at the local program level.

Michigan has also been a leader in the national cluster initiative through the development of the Education and Training Career Clusters. As the lead state for this cluster, OCTP staff focused on a product that harnessed the existing resources available nationally by attracting a diverse advisory committee from 19 states in multiple careers with an education focus.

Statewide training and certification of teachers in career and technical education continues to expand to include the use of technology. Michigan state consultants have worked with the Michigan Department of Education, Office of Professional Preparation, to update teacher preparation standards in several of our areas, as well as assisted to revise certification requirements for vocational certification and work experience rules.

Current CTE state/national curriculum has also been crosswalked to the academic standards of the Michigan Curriculum Framework. The curriculum framework is the state guideline for standards in math, science, reading/language arts, and social studies. The Michigan Education Assessment Program (MEAP) tests are based on these standards. New CTE program applications are now required to produce curriculum crosswalks to these academic content standards prior to program approval. This ensures a rigorous academic content in new CTE programs. Michigan has worked closely with the National Center for Career and Technical Education Math in CTE project for our Allied Health program.

Michigan career and technical education students have expanded their learning while still in high school due to the opportunity for dual enrollment in postsecondary institutions in academic as well as occupational programming. Michigan has provided guidance in assisting secondary and postsecondary partners to refine and develop articulated programs for students to have a seamless transition as well as help with utilizing resources and having programs available to more students.

Six teacher education grants were awarded to public universities that prepare and recommend high quality pre-service students for vocational certification. Michigan requires that all CTE programs be taught by teachers with appropriate teaching certificates to receive funding. At least one of the approved CTE teacher education institutions receives a Perkins grant to conduct a conference/workshop relating to curriculum updating, teacher certification requirements, teacher recruitment, and other CTE related issues. These institutions also provide support to practicing teachers through inservices, conferences, and other training opportunities in cooperation with state staff.

Throughout the year, state staff collaborates with CTE professional organizations to provide comprehensive professional development at their statewide conferences, through website resources, summer institutes, and program specific curriculum development events. Through a state leadership grant, the Michigan Center for Career and Technical Education (MCCTE) provides ongoing implementation of statewide professional development and customized instructional development packages, data/research services, and houses curriculum resource materials to loan or purchase. These resources are available to teachers statewide through the MCCTE clearinghouse.

State staff from OCTP work closely with the career and technical student organizations (CTSOs) available for designated program areas. OCTP provides the leadership through grant funding and technical assistance to the organizations. Quarterly meetings with directors and assistance to program teachers and administrators help ensure all students have the opportunity to develop strong leadership skills.

The “Administrative Guide for Career and Technical Education in Michigan” was revised for career and technical education administrators and includes resources and information targeted for use by those filling this role. This guide includes an explanation of the appropriate use of secondary Perkins funds, includes a variety of resources, and gives detailed requirements for approved career and

technical education programs. The document is available to all customers through our website (<http://www.michigan.gov/mdcd>) and is continuously updated to reflect current initiatives, policies, and procedures.

The Office of Career and Technical Preparation (OCTP) publishes a quarterly electronic newsletter titled “Spotlight on CTE” for educators, administrators, and students in Career and Technical Education (CTE), highlighting our students in leadership activities supported by OCTP.

This newsletter focuses on outstanding student leadership activities and accomplishments in Michigan Career and Technical Student Organizations (CTSOs), such as Business Professionals of America (program area: Business and Management), Michigan DECA (program area: Marketing), Michigan FFA (program area: Agriscience), Family, Career and Community Leaders of America (program area: Family and Consumer Science), Health Occupation Students of America (program area: Health Science), SkillsUSA (program areas: technical, skilled, and service occupations, including health occupations), and other groups and programs such as the Automotive Youth Educational Systems (AYES), FIRST (For Inspiration in Recognition of Science and Technology) Robotics, LEGO League, DAPCEP (Detroit Area Pre-Engineering Education Program), and GRAPCEP (Grand Rapids Area Pre-Engineering Education Program). State CTSO directors submit newsletter items and articles to OCTP on behalf of their student members.

As the result of a recommendation from the OVAE on-site monitoring team in September 2002, OCTP and CCSU staff drafted a “Perkins III Implementation Policies and Procedures” document. Previously, separate secondary and postsecondary Perkins policy documents were used. This new document details many common grant processes and also includes the recently revised procedures for completing the Perkins Financial Status Reports that are now completed by the Department’s Office of Financial Services (another recommendation from the OVAE monitoring team).

During the 2003-04 grant year, State Leadership funds were used to revise and update Perkins Title I and Title II (Tech Prep) web-based local applications on the Michigan Electronic Grants System (MEGS). MEGS was originally developed by the Michigan Department of Education with a majority of state and federal grants administered by that department submitted via MEGS. Our decision to include Perkins local applications on the system allows for a one-stop application site for school districts throughout the state and enhances collaboration between the Michigan Department of Education and the Michigan Department of Labor & Economic Growth. MEGS has built-in edits and checks that red-flag entry errors and places a “hold” on further entry on the application thus ensuring more accurate and efficient grant submissions to the state. During 2003-04, Perkins funds were used to put the End-of-Year/Final Expenditure Report on MEGS. The approved 2003-04 application narrative and budget were “rolled over” into the report template and each grant recipient revised the information provided so as to report the status of completed projects and actual expenditures. Thus, the entire grant process is a web-based submission to the state.

The on-site monitoring and technical assistance process, Technical Review, Assistance and Compliance (TRAC), was piloted at five sites during 2003-04. OCTP staff will visit each of the 25 regions in the state receiving Perkins funding on-site at least once in a given five-year period (five regions per year). Visiting staff reviews grant, financial, data, and CTE program compliances with state and federal law and policy. Any non-compliance requires corrective action as identified in a Compliance Plan submitted to and approved by OCTP. Prior to the visit, OCTP conducts a desk audit to determine “problem areas” for the targeted region including review of such documents as

Core Performance Indicator data, budget recaptures, single audit reports, previous end-of-year reports, and Michigan Department of Education information regarding districts with CTE programs that did not make adequate yearly progress under No Child Left Behind (NCLB). The desk audit also includes a review of CTE Program Self-Review Reports and improvement plans that are requirements whereby each region reviews a minimum of 20% of their state approved CTE programs annually and submits an annual report and improvement plan of corrective measures. Technical assistance is provided on-site or in follow up communication to assist the regions in any weak or noncompliant areas identified by the state or the region staff.

The Governor's Conference on Career Education continues to provide a statewide forum for educators, administrators, counselors, and business partners. The conference gives opportunities for sharing promising and noteworthy practices and discussing topics of mutual concern and interest. The 2004 conference theme, "Teaching and Learning for Excellence," emphasized the skills needed by educators and the collaborative partnership needed with employers to successfully prepare students for the future workforce. The conference received positive evaluations from 1,000 attendees.

The Advisory Committee Tool Kit was developed by a referent group to help provide guidance for CTE administrators and teachers when working with their program-specific Advisory Committees. The information contained within the Tool Kit was put together to help facilitate communication and avoid pitfalls that can occur when working within groups. This publication contains guidelines and recommendations for secondary CTE Program Advisory Committees as they work to improve Career and Technical Education programs. The Tool Kit contains common definitions, a general process to follow, and issues to consider. The Tool Kit specifically addresses: what advisory committees do; structural features of advisory committees; recruiting advisory committee members; organizing advisory committee meetings; and evaluating committee effectiveness. For educators seeking information on Advisory Committees, the Tool Kit is available electronically on the OCTP website.

During the past year, the Office of Career and Technical Preparation worked with a "Parents as Partners" Referent Group to seek ways to increase parent involvement in our schools. The Referent Group included membership from Career and Technical Education, K-12, postsecondary, Michigan Rehabilitation Services, Michigan Department of Education, Junior Achievement, Prevention Achievement, Prevention Network, and PTSA. The Referent Group developed a website that is accessible from the OCTP website. This website provides multiple options for educators to access information by: utilizing a template for a PowerPoint presentation that all schools can use in local activities and/or events; a template for brochures adaptable for age appropriate materials; a newsletter; an activities/events page; success stories of parent involvement; local and national links; and published resources.

The Michigan's School-to-Registered Apprenticeship (STRA) programs provide formal, long-term, education, and training commitments. STRA programs are federally recognized with business occupational registered standards and signed Apprenticeship Agreements that outline education and training activities, timelines, and wages. The STRA initiative was formed to assist in addressing specific program barriers with the goal of increasing STRA programs throughout the state. During the 2003-04 year, work-based learning guidelines were updated to more accurately reflect the unique needs of apprenticeship programs. In addition, the Pupil Accounting Manual was updated to accommodate requirements of apprenticeship programs. Professional development opportunities were provided through the Apprenticeship Conference and the Career Education Conference.

The Michigan Comprehensive Guidance and Counseling Program (MCGCP) has been revised to incorporate the National Standards for School Counseling Programs (1997) developed by the American School Counselor Association (ASCA). The MCGCP aligns with the ASCA National Model, “A Framework for School Counseling Programs 2003.” The national standards have replaced the former benchmarks and competencies of the Michigan program.

The MCGCP revision places an emphasis on the development of a three-prong accountability system involving the collection of data to measure program results, effectiveness of guidance and counseling personnel, and program impact on student learning. Today’s educational programs are expected to be data driven. Federal and state legislation requires that school programs demonstrate their impact on student learning. The revised 2005 “Michigan Comprehensive Guidance and Counseling Program” will be available and downloadable at the OCTP website by January of 2005.

Growing Entrepreneurship in Michigan - 146 people attended the Entrepreneurship Conference at the Holiday Inn South on September 24. Each person received a notebook full of resources, flyers, brochures, posters, web site addresses and a copy of an Entrepreneurship educational program curriculum. Included with the resources were two free books by Marilyn L. Kourlisky and William B. Walstad: “The E Generation: Prepared for the Entrepreneurial Economy” and “Seeds of Success: Entrepreneurship and Youth.” Our exhibitors were especially selected for their supportive materials for Entrepreneurship: GoVenture Software Simulations, Junior Achievement, and Knowledge Matters.

In addition, each participant received a copy of the “American Careers” student magazine and a teacher’s manual. These magazines were direct shipped to all of the ISDs in the state and will be distributed to 10th grade students and their teachers so that classroom activities on career development focusing on entrepreneurship will take place during this school year.

Evaluation results indicated our keynote speaker, Jack Litzenberg, was a success as he addressed the big picture of entrepreneurship as a means of economic development. Our reaction panel was moderated by Jeff Padden of Public Policy Associates and included Cindy Douglas from the Michigan Economic Development Corporation (MEDC), James Bunting from Michigan Rehabilitation Services, and Rob Fowler of the Small Business Association of Michigan. The luncheon speaker, Carol Majors, was also well received in her comments on implementing curriculum to teach entrepreneurship at the high school and community college levels. The breakout sessions pleased the attendees as well.

The grant applications were due November 1, reviewed by a team of interdepartmental staff, and grant letters sent the week of December 6. The schools and colleges will begin their work on building their Entrepreneurship education programs during this school year with technical assistance from the Office of Career and Technical Preparation, as well as the Wayne County Tech Prep Consortium. The Wayne County Community College District and Detroit Public Schools stand out far ahead of many places in the successful implementation on entrepreneurship within their community. They will be a valuable resource to other schools and colleges that are just getting started.

Michigan employs an equity education consultant to facilitate and support continued advocacy for improved enrollment in nontraditional CTE programs. Promising Practices Tool Kits, “Destination Success and Traveling the Road Less Traveled,” are available to CTE programs statewide through the free Loan Program at MCCTE. These Tool Kits are used to assist agencies in their efforts to recruit, retain, and facilitate completion for students in career and technical education/occupational programs

nontraditional for their gender. OCTP has also made available age-appropriate photos of students in action in program areas to assist LEAs with finding suitable graphics for their promotional brochures.

Special populations programs continue to receive support through state-sponsored technical assistance and professional development activities. The Michigan Occupational Special Populations Association sponsored workshops and seminars for student support personnel within local programs. Through Michigan's Comprehensive Guidance and Counseling Program and the career preparation program, students received assistance in career assessment, career exploration, preparation of an education development plan, work-based learning opportunities, cooperative education, and academic support services. The ability to disaggregate core performance indicator data by special population category enables local districts to focus student support activities and to foster the greatest improvement.

DLEG piloted a workshop in collaboration with the universities and several state agencies for Construction and Manufacturing teachers to address the changes in delivery of information for students that are identified as Special Populations in Career and Technical preparation.

Michigan has continued to work toward achieving state levels of the core performance indicators for CTE students. Data quality goals for the state have been developed. Additional training continues to be provided to local districts to improve data collection and to verify the accuracy of the information. An outside contractor was used to assist with system programming, editing, and verification of the data collected through the CTEIS.

Postsecondary

The Community College Services Unit (CCSU) utilized a work group of community college staff to review the postsecondary Perkins grant application process. The result was the development of a Local Annual Application for funding to complement a Four-Year College Plan (long-range planning). This year saw the transition from a paper grant application process to a web-based grant application. This new website houses the different grant applications used by the community colleges that pertain to the Carl D. Perkins Vocational and Technical Education Act of 1998. The website allows the colleges to submit their grant applications online and has enhanced our means of providing technical assistance to each individual college.

State Leadership funds continue to support special populations coordinator meetings on policy issues and the development of assessment procedures to determine how the needs of special populations students are met. The assessment procedures focused on how to enable these students to meet state adjusted levels of performance and prepare them for further learning or for high-skill, high-wage/high-earning careers. Several Michigan Community College Data and Evaluation Committee (MCCDEC) subcommittee meetings were held to review special populations data and to discuss issues related to reliability and quality. Funding was continued for MCCDEC to advise the state on assessment and evaluation policies and procedures.

CCSU staff have contributed to special events for occupational faculty, administrators, support staff, and counselors to provide information on program integration (Liberal Arts Network Development conference), program evaluation (Dashboard), quality (Michigan Total Quality Improvement Project), curriculum development (Worldwide Instructional Design System, 'WIDS') training, teaching strategies (Working Connections and Critical Thinking), program improvement, and methods of delivery (Trends in Occupational Education Conference). "Fast Track" grants subsidized training

event costs for occupational faculty to ensure that faculty stay current with the needs, expectations, latest technology, and methods of industry. Conferences also focused on facilitating postsecondary partnerships with local K-12 agencies, businesses, industries, and labor unions.

Several activities designed to support programs leading to high-skill, high-wage careers for all students and for developing provisions for preparation of students for nontraditional training and employment were supported, such as WIDS and Dashboard. A special populations subcommittee reviewed best practices for recruiting and retaining students in nontraditional career areas, leading these students to careers offering the potential for economic self-sufficiency. Conferences, such as the Michigan Developmental Education Consortium Conference (MDEC), focused upon special populations preparation issues and strategies.

Implications for Next Fiscal Year/State Plan

State Leadership activities will continue to focus on improvement in the core performance indicators. Region, local recipient, special populations categories, and career and technical education CIP program areas have disaggregated core performance data. State staff will continue to target special populations assistance needs as well as specific teaching and learning strategies within programs across the state. During 2003-04, local regions were required to amend their approved activities so as to address those core performance indicators that did not show required improvement based upon 2002-03 data. Through the use of data and the recently implemented Technical Assistance, Review and Compliance system (TRAC), OCTP staff will provide regions and CIP programs technical assistance and monitor progress toward the improvement of local and state performance measures.

Postsecondary activities have also focused upon improving the core performance indicators. State staff provide continuous technical assistance to college via state-level conferences and workshops, as well as individualized in-services and training. State staff meet with the Occupational Contacts every other month at MODAC and any issues concerning the indicators are discussed. On-site technical assistance is also offered and undertaken. A MCCDEC subcommittee is also committed to reviewing the core indicators and offering recommendations on improvement. The state economy has impacted the populations at Michigan community colleges, especially non-traditional student enrollments. When performance levels for 2004-05 were negotiated, some of those levels were left unchanged.

II. PROGRAM PERFORMANCE

Performance Accountability

Secondary

During 2003-04, special populations students were provided equal access to career and technical education programs and provided with needed support services to assist them to successfully complete their program of choice. Local school districts provided many services, used a variety of strategies, and employed many staff to ensure that special populations students could successfully participate in secondary career and technical education programs. CTE programs offering a broader range of services included staff in more specialized roles such as academic (e.g. mathematics, reading/language arts) support staff, placement support staff, multicultural advocates, bilingual specialists, gender equity support staff, special education liaison staff through Transitions Services Project, job coaches, Michigan Rehabilitation Services (MRS) staff, and many others.

To ensure services for special populations students, state staff have required that regional and local plans for career and technical education must include strategies for serving special populations for any program that does not meet the state Core Performance Indicators. State consultants have also worked with local districts to provide professional development for those who assist special populations students, addressed risk management issues associated with placing special populations in work-site based experiences to ensure exposure to all aspects of the industry, and examined the rates of participation and successful completion of special populations students through a thorough review of core performance indicator data.

Services provided to or on behalf of all special populations students by local districts described in local plans and reported in end-of-year final reports included, but were not limited to the following: outreach and recruitment; counseling; orientation; instructional support for career and technical education and academic content, including contextual learning; work-site based learning support; activities to eliminate discrimination; and transition services for employment and education. Specialized support services, such as adaptive equipment, instructional modifications or note takers, were provided to meet individual student's needs. Services are provided for special populations students to ensure that they have the same access to career and technical education programs and activities (e.g. Career and Technical Student Organizations). Special population students received instruction that holds them to the same challenging academic and career and technical education standards as all other students.

To assist districts to better serve nontraditional students, state staff sponsored a professional development program for student support staff. As part of the program, participants were provided with gender equity resource materials. Sessions focusing on single parents and nontraditional populations were also included in the 2004 Michigan Occupational Special Populations Association (MOSPA) Statewide Conference and in several of the organization's regional conferences.

In the spring of 2004, "Breaking Traditions" awards were presented to outstanding students pursuing nontraditional training, who had been nominated by their instructors as students who have developed outstanding academic and technical skills. Career and technical student organizations in Michigan are required to address nontraditional training issues within their student membership events. During our Office of Civil Rights compliance reviews, our data analysis and monitoring protocol includes access to programs for nontraditional students.

All secondary career and technical education programs receiving Perkins funding are required to comply with state and federal nondiscrimination laws. Programs are monitored for such compliance through Civil Rights compliance visits, on-site monitoring visits (TRAC), and other visits and desk audit processes conducted by OCTP staff.

Postsecondary

When applying for 2003-04 funding, colleges were required to develop strategies/activities which would improve performance of any indicator for which they did not reach the state agreed upon level the previous year, including improvement of special populations students' performance. All eligible postsecondary institutions allocated funding from their annual Perkins grant and/or local funds for activities, programs, and services designed to assist special populations.

Specialized support services such as tutoring, counseling, specialized equipment, academic advising, mentoring, employment readiness, placement services, attendance cost assistance, and modified curriculum are offered by colleges receiving Perkins to ensure that all members of special populations have equal access to occupational education programs and are able to meet or exceed state adjusted levels of performance. All public community colleges in Michigan have an “Open Door” admissions policy. Colleges also engage in extensive outreach and recruitment activities targeting members of special populations.

Colleges are required to conduct student interest, aptitude, and skills assessments in addition to academic assessments. Students are then counseled on the basis of assessment results, taking into consideration the most current occupational labor market and wage information, focusing on high-wage, high-skill, and nontraditional careers. Education development plans (including assessment results, work experiences, and plan of action) must be developed before a special populations student may be served with Perkins funds. All community colleges in Michigan offer developmental courses for students assessed with inadequate skills. Placement in developmental courses is either strongly encouraged or mandated. These strategies help prevent special populations students from being arbitrarily channeled or funneled into selected occupational programs or denied equal access to programs.

All Perkins postsecondary institutions are required to assure compliance with both state and federal nondiscrimination laws on their Four-Year College Plan and each Local Annual Application for funding. This assurance is monitored during compliance review and technical assistance visits and Office of Civil Rights (OCR) visits.

The colleges’ special populations coordinators have determined that recruitment and retention of nontraditional students must be a priority. All colleges use Perkins and/or local funding for outreach and recruitment programs and activities targeting nontraditional occupational program enrollment. Linkages with adult education and community-based organizations, along with career awareness programs, are critical to promoting preparation for nontraditional training. Printed material highlighting nontraditional programs and students, open houses, career fairs, and other events encourage student enrollment in nontraditional programs.

Tech Prep

In Michigan, Tech Prep Associate Degree programs are community-wide partnerships among local school districts, career and technical education centers, community colleges, and business/labor developed to prepare youth and adults for entry into career fields, especially those which are high earning, high growth, and high learning. In 2003-04, twenty-five (25) consortia applied for and received federal funding to continue their efforts to develop and implement Tech Prep programs. Each of these consortia represents a distinct geographic and employment region consistent with the 25 Workforce Development Board regions of the state.

The 25 consortia include 615 high schools, 27 community colleges, 3 universities, and 1 tribal college. Businesses continue to be an important partner and have an important role in helping to prepare students for successful work experiences. Tech Prep programs are developed according to the resources and unique economic and employment needs of the area. Program articulation is based upon aligned curriculum with the specific course work identified at the secondary and postsecondary levels.. During regional technical assistance meetings with grant recipients, state staff have worked closely to

update, enhance, and develop more articulation agreements for career and technical education state-approved programs. Tech Prep grant recipients have been required to annually update their articulation agreements to provide continuous improvement and further linkages to national standards. As a result, this allows Michigan to have two dual enrollment options for students.

The state provides services to the 25 consortia through regional team leaders in the Office of Career and Technical Preparation. The regional team leaders provide technical assistance to consortia members and plan statewide activities to strengthen postsecondary linkages.

For the past five years, OCTP has annually awarded “The Governor’s Excellence in Practice Award” to educational organizations that have been nominated by their Career Initiative regions as being exemplary in preparing Michigan’s students for careers. This award recognizes successful, sustained Career Preparation and state-approved Career and Technical Education and Tech Prep programs that demonstrate outstanding outcomes, producing measurable results for students, and meet the challenge of high academic rigor. Nominees can be either secondary programs and/or postsecondary training programs that demonstrate highly effective, proven teaching and learning strategies incorporating authentic instruction. The 2005 awards will be presented during the opening session of the 2005 Governor’s Conference on Career Education on February 14, 2005, at the Marriott Detroit Renaissance Center.

Fiscal Requirements – 2003-04 Formula

The state has complied with the all requirements of this Act and has undergone a single audit for fiscal years 1998-1999 and 1999-2000, and a performance audit for fiscal years July 1, 1999-June 30, 2002. In addition, the USDOE/OVAE conducted a Perkins III on-site monitoring visit in September 2002. The state has not used funds to acquire equipment that resulted in a direct financial benefit to any organization.

The secondary formula calculations followed federal guidelines. Seventy percent (70%) of the funds were allocated according to local educational agency (LEA) 2001-2002 Title I eligible students as a percentage of the state total Title I eligible students. Thirty percent (30%) of the funds were allocated based on LEA 1999 census data of individuals ages 5-17. The LEA funding levels were then combined into 25 regional allocations. If an LEA chose not to participate, it was not included in the statewide distribution formula. Public school academies and schools funded by the Bureau of Indian Affairs were treated as local education agencies.

For the postsecondary formula, the state uses an alternate method to determine an estimated occupational education Pell recipient, since information is not kept as to the program in which Pell recipients are enrolled. The Michigan Community College Activities Classification Structure identifies all student contact hours by course content. The percentage of occupational education student contact hours to total student contact hours is applied to the community college total Pell recipients to determine an estimated occupational education Pell recipient count. This estimated count was used to find the percentage of the state’s total estimated occupational education Pell recipients per college and then applied to the amount of funds available.

State Performance Summary

The following section shows the negotiated performance levels (third column of each chart) for all six of the core indicators for the 2003-04 grant year. The actual performance of the state is shown in the last column. Following each chart is a summary for each indicator.

Secondary

Core Indicator	Measurement	Performance Levels 2003-04	Performance Results for 2003-04
1S1 Academic Achievement	The percent of CTE program concentrators who left school and attained an endorsement status of Level 1, 2, or 3 on four or more of the MEAP tests.	61.01%	68.12%
1S2 Technical Achievement	The percent of CTE program concentrators who left school and obtained a CTE GPA of 2.0 or better in their CTE program.	86.65%	87.75%
2S1 High School Completion	The percent of CTE program concentrators who received a secondary school diploma or its recognized state equivalent.	98.12%	99.23%
3S1 Placement	The percent of CTE program completers who are in postsecondary education or advanced training, employment, and/or military service.	94.50%	94.82%
4S1 Nontraditional Enrollment	The percent of male and female students <u>enrolled</u> in an occupational program determined to be nontraditional for their gender.	31.60%	35.32%
4S2 Nontraditional Completion	The percent of male and female students who <u>completed</u> an occupational program determined to be nontraditional for their gender.	28.30%	32.73%

1S1-Academic Achievement: The academic achievement baseline includes all student concentrators, grade 10 and above, who took four or more Michigan Educational Assessment Program (MEAP) tests, and received a MEAP rating of Level Three on each test. The MEAP rating of Level Three is comparable to the basic high school achievement endorsements measure used by other states.

For 2003-04, this performance level was met and dramatically exceeded. Between 2002-03 and 2003-04, the academic achievement performance level for students identified as concentrators in a career and technical education program improved by more than 10%. MEAP test results for CTE students were compared with test results of all Michigan high school students who took the MEAP tests. It showed that the CTE dataset's performance results were consistent with the 10% increased improvement of all Michigan high school students. Department efforts to demonstrate academic rigor in CTE programs has assisted teachers to employ strategies to increase their students' academic success.

For the fifth year, students enrolled in CTE programs and identified as nontraditional to their gender scored higher than the annual performance level for academic achievement (76.08%). No other Special Populations category met the adjusted level of performance. However, the performance levels for four of the remaining five Special Populations group, Economically Disadvantaged, improved its actual level of performance by 7.43%; the remaining increases ranged from 8.38% to 14.98%. Only LEP scored lower than the previous year. These data indicate a continual need for academic support, assistance, and resources for CTE students who are members of Special Populations groups.

Two new data quality efforts: inclusion of a common identification code with state databases for ease in cross-matching of data; and implementation of the Technical Review, Assistance and Compliance (TRAC) system further enhanced the quality of the data this year. These ventures, plus increasing the number of data validity checks and edits, software training, and technical assistance have attributed to a better identification of student populations and Special Populations membership.

State staff and representatives from several of the 25 Workforce Development Board regions within the state reviewed the data provided from the previous year. There continues to be a focus on data quality and an increase in technical assistance requests concerning the use of data for decision-making as they review the performance data made available in a variety of formats.

Continued Concern: MEAP is currently the only standardized statewide academic assessment used to measure academic achievement in Michigan. However, it measures the student's cumulative academic ability after 10.5 years of general education and less than one year of career and technical education. Although data can substantiate CTE impact on academic improvement, the current schedule for MEAP testing provides CTE instructors little time to impact such assessments. Moreover, students identified as members of a special populations group have additional challenges that further impact their learning in such a short time span. This indicator is difficult for CTE administrators and teachers to improve without the assistance of their academic curriculum partners and the incorporation of CTE curriculum in MEAP tests.

New Concern: The Michigan Legislature passed legislation switching the MEAP High School Test with an expanded ACT/WorkKeys test that would be named the Michigan Merit Exam. If signed by the Governor, this change will require us to revisit our measurement approach, baseline, and measure.

1S2-Technical Achievement: The performance level for technical achievement has been met for four years. This year, the performance of students identified as 'Tech Prep' exceeded the performance level. Also, the performance levels for each Special Populations category, except LEP and Juvenile Offender, indicates an improvement over last year's levels.

Continued Concern: The high quality of Michigan's state-approved career and technical education programs requires students to perform well in academics related to their program, as well as in their application of knowledge and use of high-caliber technical skills. Consequently, the CTE grade point average is not a pure measure of technical skill because it includes related academic courses as part of the CTE program.

2S1-High School Completion: The required performance level was exceeded for the fifth consecutive year. Three Special Populations categories exceeded the negotiated levels: Disabled, Economically Disadvantaged, and Nontraditional,

Continued Concern: There appears to be little relationship between the high school completion rates for students identified as 'disabled' and the low academic achievement and technical achievement levels for this group.

3S1-Placement: This year, although our placement rate remained at approximately the same level as for 2002-2003, we met our required performance level due to the negotiated reduction in our target levels. Although Michigan's placement rate has declined compared to the rate in 1999-2000, the rates

have not declined in proportion to the increase in state unemployment rates. Michigan continues to experience unemployment rates significantly exceeding those during the years which established the baseline (7.3% in 2003 and 6.8% in 2004, compared to 3.5% 1998 and 1999), and which slightly exceed the national average (6.0% in 2003 and 5.6% in 2004).

Placement remained static despite improved data quality compared to 2002. Placement data is collected through a follow-up survey and the annual study of survey non-respondents conducted by the state. The data from the survey of non-respondents have consistently shown that non-respondents are significantly more likely to report placement than respondents (97.8% vs. 94.1%, $Z=-7.58$, $p<.05$). This difference is likely due to failure to reach program completers who are currently employed. In 2002, 98.4% of non-respondents reported that they were employed full- or part-time, compared to 82.5% of survey respondents ($Z=-32.04$, $p<.05$). In order to address this issue, we implemented several strategies to improve survey response rates including recognition of buildings with exemplary response rates (89.5% or greater), and implementation of a policy requiring buildings with response rates below 50% to attend a technical assistance workshop prior to conducting the survey the following year. The first year of implementation of the new policy was 2003 and resulted in significantly reduced numbers of buildings with severely low response rates (26 buildings in 2004 and 20 buildings in 2003, compared to 93 in 2002). Furthermore, the numbers of buildings with exemplary response rates increased from 123 in 2002 to 217 in 2003 and 229 in 2004.

Continuing Concern: An ongoing issue is a small number of program completers who are neither in the workforce nor in continuing education, by choice or by circumstance. These include survey respondents who are hospitalized, in jail, on family leave, or on seasonal layoff. In 2004, this represented 637 or 1.8% of survey respondents.

4S1-Nontraditional Enrollment: Michigan has again met the required performance level in this category. For the fourth year, Tech Prep students are above the level. The Special Populations groups: Economically Disadvantaged, Academic Disadvantaged, and LEP met the performance level. However, the Disabled and Juvenile Offender Special Populations were 1.45% and 4.34%, respectively, below the adjusted level of performance. Although the level of performance for students identified as Displaced Homemakers was less than the adjusted level, the very low number of students in that group made interpretation difficult. All regions will be given these data results so that they can develop effective practices and assessments that better support the completion of nontraditional programs for these students.

Continuing Concern: There is a significant difference between the nontraditional participation rates for males (53.31% of 71,547 male students) and females (11.83% of 54,825 female students).

4S2-Nontraditional Completion: Michigan has exceeded the required performance level. This is the third year that Tech Prep students are above the state level. Only two Special Populations groups, Disabled and Juvenile Offender, are below the level. The Disabled and Juvenile Offender Special Populations were 2.01% and 8.44%, respectively, below the adjusted level of performance. ***The above explanation and the new concern provided above for 4S1 applies to this performance indicator as well.***

Postsecondary

Core Indicator	Measurement	Expected Performance Levels 2003-04	Actual Performance Results 2003-04
1P1 Academic Achievement	Percent of occupational concentrators that earned a GPA of 2.0 or better in academic courses (excluding developmental courses) during the reporting year.	79.22%	79.54%
1P2 Technical Achievement	Percent of occupational concentrators that earned a GPA of 2.0 or better in occupational specialty courses during the reporting year.	85.60%	83.27%
2P1 Awards Completion	Percent of first-time, full-time occupational students that entered Fall 2000 and received an award within 150% time.	17.55%	17.88%
3P1 Placement	Percent of occupational students who received an award during 2000-2001 and were employed, entered military service, or continued their education within 180 days of graduation.	91.01%	96.15%
3P2 Employment Retention	Percent of occupational students that reported being employed in 3P1 and were still employed 3 months later.	88.73%	95.85%
4P1 Nontraditional Enrollment	Percent of occupational men and women enrolled in occupational programs considered nontraditional for his/her gender divided by total enrollment in nontraditional programs.	18.74%	18.18%
4P2 Nontraditional Completion	Percent of occupational men and women who received an award in occupational programs considered nontraditional for his/her gender divided by total number of students that received awards in nontraditional programs.	14.00%	14.62%

1P1-Academic Achievement: Michigan community colleges exceeded the expected performance level of 79.22% by achieving a performance level of 79.54%. Limited English Proficient students (80.62%) were the only ones to exceed the state performance level of 79.54%. Although the other groups did not meet the state performance level, all groups were consistent with prior year figures. While Economically Disadvantaged (77.86%), Nontraditional enrollees (77.15%), and Academically Disadvantaged (72.39%) groups did not meet the state performance level, all did exceed their levels from last year (74.69%, 76.15%, and 68.45% respectively).

1P2-Work Skill Attainment: Michigan did not exceed or meet the expected level of performance of 85.60% for 2003-04; but it was close with a performance level of 83.27%. Although the performance level was not met, it did exceed that achieved for 2002-03. Since 1P2 works very closely with 1P1, the same explanation for substantial changes by a few of the colleges was given as that noted in 1P1. Although none of the Special Populations groups met the expected state performance level, Individuals with Disabilities, Single Parents, Displaced Homemakers, LEP, and Academically Disadvantaged all demonstrated continuous improvement shown by the increase in their rates over those achieved for 2003-04. The performance level for Nontraditional enrollees went down slightly (from 77.15% to 76.02%), while the performance level for the Economically Disadvantaged stayed relatively stable (77.51% in 2003-04, 77.86% for 2002-03).

2P1-Completion Rate: Michigan community colleges exceeded the expected performance level of 17.55% by achieving a state performance level of 17.88%. Recognizing that the population is small, it does nonetheless give a rather good indication of the graduation rate of occupational students. These data are consistent when compared to the number of awards conferred. Five of the six Special

Populations subgroups exceeded the state performance level, while the performance level for LEP students and Displaced Homemakers appears out of alignment compared to percentages reported by the other Special Populations groups and is being reviewed. All Special Populations data are currently in the editing and verifying stage of data analysis.

3P1-Placement: Michigan's expected performance level for 2003-04 was 91.01% and the community colleges exceeded it by achieving a 96.15% placement rate. This exceeded the 94.97% placement rate reported last year. After several years of attempting to get clearance to utilize the Wage Record system, this year significant progress was made in establishing procedures for the colleges to follow in order to access these data while still protecting social security numbers. It is anticipated that colleges will be able to use the Wage Record system this coming year in order to gain more reliable and valid data. This will also increase the response rate for this indicator. One community college has received the data and is currently testing the system. All Special Populations groups, except Nontraditional enrollees, exceeded the expected level. While Nontraditional students did not meet the state performance last year, LEP students were able to demonstrate continuous improvement by exceeding the level this year.

3P2-Employment Retention: Michigan community colleges also exceeded the expected performance level (88.73%) for this indicator by achieving a 95.85% success rate. Displaced Homemakers were the only Special Populations students that did not meet this level. Continuous improvement is demonstrated, with all Special Populations exceeding last year's levels. The use of wage record data will also help to increase the response rate for this indicator and provide more verifiable and reliable data.

4P1-Nontraditional Enrollment: Michigan community colleges did not meet the expected state performance level of 18.74%, but did achieve and 18.18% success rate. Colleges are still refining the crosswalk between the CIP Codes 2000 and their programs so the identification of programs that are Nontraditional is continuously evolving. Individuals with Disabilities, Single Parents, the Academically Disadvantaged, LEP, and Nontraditional enrollees all exceeded the expected performance level for 2003-04. The Academically Disadvantaged, LEP, and Nontraditional enrollees all showed continued improvement by exceeding their 2002-03 performance levels.

4P2-Nontraditional Completion: Michigan community colleges exceeded the expected level of performance (14.00%) by achieving a level of 14.62%. This is consistent with the graduation rate survey and the number of actual awards conferred during 2003-04. Data results are currently on the website for the colleges to review and a report will be generated that compares the unduplicated count of students who received an award compared to total occupational awards conferred during 2003-04. Single Parent, LEP, Nontraditional, Individuals with Disabilities, and Economically Disadvantaged exceeded the expected level; however, Displaced Homemakers and the Academically Disadvantaged failed to meet the expected performance levels. The Special Populations consultant is working continuously working with Special Populations contacts to improve results. There appears to be a problem with data reported for Displaced Homemakers for both 4P1 and 4P2. These results are being analyzed. Four of the Special Populations groups continued to make progress by exceeding their levels from 2002-03.

Definition of Concentrator and Tech Prep Student

Secondary - A concentrator is a student who is enrolled in a state-approved career and technical education program and who has completed at least 60% of the required program coursework.

Postsecondary - A concentrator is defined as an occupational student officially enrolled (as of the officially recognized federal count date) in an occupational program and who has earned at least 12 credits (excluding developmental coursework) towards the completion of an award as of the beginning of the reporting year.

Tech Prep Student - Tech Prep applications for funding must include a specific list of articulated Tech Prep programs at each participating community college. The CIP codes of these programs are crosswalked with secondary state-approved career and technical education programs. The students participating in these programs are considered to be potential Tech Prep students. The secondary Tech Prep dataset is a subset of the total population of career and technical education students included in the core performance indicator measures.

Measurement Approaches and Data Quality Improvement

The following charts list the types of measurements and the methods used to calculate the data for each core performance indicator.

Secondary

Core Indicator	Measurement Approach	Method and Years for Estimating Levels
1S1	State Academic Assessment System	MEAP test results linked to individual CTE student data collected in: 2003-04 -- 4483 Fall and Spring program/Course Enrollment (duplicated) linked to 2003-04 -- 4301, Secondary End-of-Year Vocational Enrollment (unduplicated).
1S2	Vocational Course Completion	2003-04 -- 4483 Fall and Spring -- Program/Course Enrollment (duplicated), linked to 2003-04 -- 4301, Secondary End-of-Year Vocational Enrollment (unduplicated).
2S1	State/Local Administrative Data	2003-04 -- 4483 Fall and Spring -- Program/Course Enrollment, linked to 2003-04 -- 4301, Secondary End-of-Year Vocational Enrollment (unduplicated).
3S1	State Developed and Locally Administered Survey	2004 Follow-Up Survey of Students Completing CTE Programs in 2002-03.
4S1	State/Local Administrative Data	BLS occupational survey by gender, provided by DOE-OVAE linked to 2003-04 -- 4301, Secondary End-of-Year Vocational Enrollment (unduplicated).
4S2	State/Local Administrative Data	BLS occupational survey by gender, provided by DOE-OVAE linked to 2003-04 -- 4301, Secondary End-of-Year Vocational Enrollment (unduplicated).

Students that are defined as participating in career and technical education programs are enrolled in programs approved by the state of Michigan, Department of Labor & Economic Growth, Office of Career and Technical Preparation. State-approved career and technical education programs include laboratory, simulation, and/or work-based instruction based upon individually designed learning

experiences in a subject preparing the student for competencies required in a variety of occupations. The program approval process ensures that instruction is competency-based with either state or national curriculum, or when it does not exist, locally developed curriculum. One of the criteria for state approval of a program is instruction by a vocationally certified teacher.

Training in data collection and data quality was increased. Data verification reports, such as comparison of grade level and high school completion, have been developed to more quickly identify data omissions and/or anomalies.

This year several major tasks were completed in Michigan's continued effort in data quality improvement:

Five different levels of training in the use of the Career and Technical Education Information System (CTEIS), ranging from beginning entry to advanced report design is offered each semester for all district personnel and OCTP staff. Data analyses show improved quality of data from those who attended CTEIS training or used the CTEIS Data Code Manual.

In 2003-04, training in data collection, data quality, and the use of data in program improvement was increased. Data verification/edit reports were developed that more quickly identify data omissions or anomalies, and target areas with low performance results. Some edits have been built into the local CTEIS system used by local education agencies. More edits and analysis reports have been built into the local CTEIS system used by local education agencies. Other analyses are performed at the state level. Analyses include, but are not limited to, verification of program concentrator/completer status, state total CTE enrollment, and a comparison to CTE enrollments by race, gender, special populations, completion of all pertinent data fields, and relationships between core performance indicator levels and student demographics. Agencies are contacted about any questionable results and provided the opportunity to correct problems prior to the finalization of the data. The results of these analyses and regions' responses are reviewed further at technical assistance meetings and become a part of the desk audit information used in the newly established TRAC monitoring process.

As a result, regions and districts have become more involved in the review and analysis of data. They have also received technical assistance as to the meaning and use of data for possible problem identification or program improvement.

In late fall of 2003, the Michigan Center for Educational Information (CEPI) provided districts with the Unique Identifier Code (UIC) for all of the students for which they submitted data. This unique code assigned by CEPI for each K-12 student identified within the Single Record Student Database (SRSD).

Beginning in the 2004 Secondary End-of-Year Report (June 2004), OCTP required districts to include the UIC on CTE individual student records and data reports. Use of the UIC improved our ability to utilize some of the data collected by other state agencies concerning Academic Achievement (1S1), Economically Disadvantaged or Juvenile Offender status (Special Populations), and teacher vocational certification or licensing (required to teach a state-approved career and technical education program).

As a result of access to the CEPI-SRSD student demographic data, we were able to identify three times as many CTE students as Economically Disadvantaged within the SRSD. This new process of

identification provided use with a more reliable and accurate dataset and streamlined the identification process. Efforts are being taken to improve OCTP education research staff access to the SRSD.

In the fall of 2003, the TRAC system was piloted in the field. This system utilizes data submitted through our CTEIS system to perform many desk audits and data verification reports are reviewed with district personnel during the on-site monitoring. It also provides the state the opportunity to ask questions about any incongruities found during the desk audit process and assures us that the data being collected is accurate and reliable. An on-site data review is also conducted and further addresses data misinterpretations/perceptions or data misuse specific to the region.

As identified within some pilot projects, not all regional staff use the several data-related items available to them, i.e. the free training sessions, verbal and written technical assistance, a data listserv, or the documents posted on the web (including the Administrative Guide and the CTEIS Data Code Manual). Face-to-face data discussions have provided another learning platform and provided data personnel some insight as to the importance of quality data and the level of scrutiny performed by the state.

Data Administrator Training – Studies are conducted each year to monitor the follow-up data reported to the state from among both respondents and non-respondents. The verification study re-contacts a small sample of respondents to verify their responses. The non-respondent study attempts to contact a sample of those not reached in the survey and compare their responses to the statewide data. Other strategies utilized include requiring that programs inform all CTE students about the purpose and importance of the follow-up survey prior to program completion. Coordination of the CTE follow-up survey with other student follow-up surveys reduced multiple contacts to students. Response rates are emphasized throughout the year at quarterly administrator meetings and regional CTE administrators receive letters listing buildings with unacceptable response rates and notification that the district must send a representative to a technical assistance workshop prior to conducting the next survey. A protocol manual for the interviewer and a manual for data entry are provided to districts.

Postsecondary – Web-Based Data Collection

The following charts list the types of measurements and the methods used to calculate the data for each of the core performance indicators.

Core Indicator	Measurement Approach	Method and Years for Estimating Levels
1P1	Academic GPA	June 1, 2002 – July 30, 2003 (unduplicated)
1P2	Occupational Course GPA	June 1, 2002 – July 30, 2003 (unduplicated)
2P1	Local Administrative Data	Number of first-time, full time occupational students who entered Fall 2000 and received an award within 150% normal time
3P1	Locally Administered Survey	2002 Follow-Up Survey of students who received an occupational award in 2001-2002
3P2	Locally Administered Survey	2002 Follow-Up Survey of students who said they were still employed after 3 months
4P1	State/Local Administrative Data	BLS data and some state programs linked to year-end program enrollments by CIP code (2000) for 2002-2003
4P2	State/Local Administrative Data	BLS data and some state programs linked to number of students that received at least one occupational award by CIP code (2000) for 2002-2003

Michigan continues to work on getting approval for the use of wage record data in order to strengthen our abilities to report on Placement (3P1) and Retention (3P2). Confidentiality remains an issue to address.

Students eligible for Perkins assistance must be enrolled in programs that are approved by the state of Michigan. The program approval process ensures that students are enrolling in programs with a strong occupational content and a strong prospect for employment.

Data verification reports, such as comparison of year-to-year data and graduation rates compared to awards conferred have been developed to quickly identify data-related issues. Reports showing historical trends have been developed to help identify errors in data reporting. Graphics have been utilized to 'show a picture' of the data. The Storybook, which was developed in 2002, was updated to better reflect changes in the core indicators. Coordinators for both data and Special Populations are more involved with issue resolution. Additionally, more individualized in-services and technical assistance were provided this past year.

Effectiveness of Improvement Strategies in Previous Year

Secondary

Seventy (70) CTEIS data collection training sessions, with topics ranging from beginning data entry to advanced report development, were conducted throughout the state again this year. Eight hundred twelve (812) individuals registered for the training sessions. The sessions provided technical assistance and obtained input from users on data quality concerns. Session evaluations listed many benefits, including learning the new CTEIS system, hearing directly from the OCTP staff, and acquiring a better understanding of the purpose and importance of accurate data collection. As a result of these contacts, OCTP staff received an overwhelming increase in the number of calls requesting definition reinforcement or clarification and data quality technical assistance as data users and region/district administrators became more aware of the important role of data and quality in program improvement.

In June of 2004, a group was reconvened to update all definitions within the CTEIS Data Code Manual and complete definitions for additional components of the CTEIS system – the program completer follow-up survey, curriculum, and placement (job placement, employer and job information) options. Publication of this manual has served to lessen confusion and disparity in the application definition and accurate collection of data. The results include district submission of higher quality data from which the state can determine further technical assistance and program improvement needs. The manual is located on the OCTP website.

Other data quality activities include: increased technical assistance including the development of a web listserv with over 600 members; further development of data analyses, data reports, guides, flowcharts, regional improvement plans; workshop topics using data to review program performance and identify potential problems in individual performance and program delivery; coordination of data resources with other state departments; and weekly internal staff meetings to discuss data issues.

In January of the grant year, Grant Dissemination Workshops are held to provide all regions with the local application for the next grant year and the latest core performance indicator data finalized the preceding December. Regions receive several data reports at various levels to be used to prepare their

new application or to revise their current application, thus directing funding at improving the core performance indicator rates. Applications for new year funding must include activities/funding for continuous improvement of core performance indicators (CPI). state or Perkins funded activities are required when any CPI does not meet minimum level of performance. The workshops also provide technical assistance and information on the performance report evaluation processes, regional prioritization, promising practices, writing measurable outcomes, and additional resources.

In May of each year our regional aligned Perkins grants are submitted to the OCTP office and are reviewed and approved by a team of staff. Each team has representatives from programming, data, finance, and regional/local expertise to insure the funds are being used for the most needed activities. Each local recipient is required to submit revised activities and budgets throughout the year when a change is needed to achieve CPI improvement. This insures local recipient monitoring of activities' success throughout the year. If a region does not meet 4S1 or 4S2, they receive a letter from the department director indicating their attendance is required at the statewide "Promising Practices Summit for Equity" sponsored annually by the Office of Career and Technical Preparation.

Twelve regions across the state received mini-grants ranging from \$4,500 to \$24,000 to review their region's continued progress in toward implementation of EDPs and Career Pathways. The regions again conducted EDP reviews and 12th grade surveys that allowed them to compare their progress on the same measures from the previous year. The regions used the information to plan future career preparation activities. There have been several requests from regions to continue this mini-grant program in 2005, indicating that the information was useful to decision makers.

To improve placement rates (3S1), a statewide conference on effective placement strategies was held in December 2003. The program included a keynote address by Dr. Jim Stone, Director of the National Research Center for Career and Technical Education, six breakout sessions, a closing plenary panel session, and exhibits. Attendees received a packet of placement resources at the conference and by mail. All sessions were rated as 'practical and useful' by 75% or more of respondents on the conference evaluations. Respondents also felt that sessions helped them develop skills useful for their jobs and all rated the packet materials as practical and useful. Eighty-eight percent rated the exhibits as useful and appropriate to their needs. A follow-up survey of conference attendees was undertaken three months and ten months following the conference to evaluate the impact of the conference on practices. At the first follow-up 80% had used information from the workshop to plan placement strategies for the current year and 74% to plan for the 2004-2005 school year. Sixty percent had used the information to develop their 2004-2005 regional plan for their Carl D. Perkins funds. One hundred percent reported discussing or sharing information from the conference while only 53% reported that they had put strategies into practice to improve placement. Of those who had, 43% had put two or more strategies into place. At the second follow-up (in Fall 2004), 81% reported that they had put one or more strategies into place to improve CTE placement with 50% putting two or more strategies into place. Strategies to improve placement included establishing more and better business partnerships, increased utilization of CTE advisory committees, individual student guidance, partnership with local Michigan Works! agencies, and strategies targeting non-traditional students.

Postsecondary

Rather than one large workshop, the opportunity was provided for individualized inservice and technical assistance. At the Dean's Inservice, colleges had the opportunity for hands-on training on any issues, including data. Staff also provided on-site technical assistance. While colleges understood

the data requirements better than last year, a few of the colleges were implementing new computer systems, which were not easily adaptable to extracting the required data.

A manual and instructions with definitions and specific examples were distributed that responded to the widespread interpretation and disparity in the use of definitions in order to provide accurate data. Special Populations coordinators were especially diligent during the 2003-04 year by meeting several times as a subcommittee in reviewing and standardizing definitions and methodologies for collection and compiling data. All data was collected at the six-digit CIP Code level, rather than at the college level, as had been done in a previous year. This more detailed data collection, along with up-to-date program descriptions, provided the state better data, especially in the realm of Nontraditional student enrollment and completion.

Data quality activities include: more technical assistance with the addition of more data workshops and on-site visitations and more involvement by the Michigan Community College Association; further development of data reports, guides, and edit reports; more communication via e-mail and websites; and using data to review the college four-year plans and activities targeted to increasing the college level. An increased emphasis on the implications of the core indicators and how those relate to student success was the topic at MODAC, as well as the Dean's Inservice. More subcommittee meetings were also held throughout the year where key special populations coordinators reviewed the data and offered suggestions on how to 'make it better.' A document referred to as the "Core Indicators Storybook" was also updated to include the most current data and distributed throughout the state. College personnel modified this document according to their individual needs in order to interpret in layman terms what the indicators really meant to their college. This document was utilized to explain the meaning of the indicators to college presidents, trustees, and faculty.

Individual spreadsheets were also posted on the website. An automatically generated graph provides a quick visual of how well the college has done over the last four years. Colleges are asked to view these spreadsheets upon the completion of the data collection cycles in order to see how well they meet the state performance level and to determine if changes are required of their plan. This year the community colleges received these spreadsheets and were encouraged to update them when developing their annual application.

Strategies for the four sub-indicators (Academic Attainment-1P1, Occupational Work Skill Attainment-1P2, Degree Completion-2P1, and Completion of Nontraditional Programs-4P2) primarily involved the provision of student support services. Colleges enhanced and/or developed support services for all students but specifically targeted special populations who are typically at a higher risk of earning less than a 2.0 course grade in both academic and occupational courses and of not completing a certificate or degree program.

Additional strategies included using "early alert" systems (students red-flagged by instructors or via progress reports) identifying students who are not attending or performing well early in the semester. Once identified, students are contacted for assistance. A related activity is the "tracking" of students, especially Special Populations students, who must be included in performance indicator reports.

Improvement Strategies for Next Program Year

Secondary

Several reports have been developed including three-year comparative reports that outline by core performance indicator regions, local education agencies, or CIP programs that show a need for improvement. OCTP staff and regional administrators will be able to review several levels of data that describe overall student performance and special population performance by core performance indicator. These data will be analyzed by region, by fiscal agency, by CIP code program, and by federal cluster. These breakouts were initially requested by program consultants and have been used for analysis and identification of program areas in need of improvement. Breakouts will continue to be distributed to regional staff at our Perkins grant dissemination meetings in January/February of 2005.

The CTEIS windows platform enables regions and districts to use their CTE data much easier and run several of their own reports. It also has over 100 built-in features that facilitate the accuracy of data entry. During the entry process, automatic data entry features bar users from entering data that is “out-of-range” and pop-up messages remind users of critical items to review. Plus, prior to data submission to the state, an edit report is generated that further provides the user with any incorrect or out-of-range entries and of possible errors in their report.

The local CTEIS system also has a series of local agency-related reports including, but not limited to, class lists, attendance sheets, course schedules, student demographics, and information by sending (home district) schools.

We continue to participate in the CEPI Performance-Based Data Management Initiative pilot of the individual student record data system and the student performance database. We developed a data transfer utility that shares data between the two systems. Further comparison of the databases is scheduled for 2004-05. Once the technology has been addressed, we will be able to access CEPI data directly.

The OCTP staff and resource personnel continue to provide technical assistance to the regions that have not met their core performance indicators and continue to review data from all other regions to make sure that we maintain the performance level and improve where needed. During the coming year, state consultant staff will be conducting technical assistance meetings with those regions that did not meet the state level in one or more of the performance indicators. State consultant staff will monitor these regions throughout the year and will provide professional development opportunities to assist them to improve performance. Now that there are four years of data available, the OCTP staff and regional personnel will focus on those areas and student population groups showing little or no improvement. We are now able to determine at the program level what groups of students in what regions or LEAs are having problems in performance improvement.

Each region was required to address Core Performance Indicator deficiencies in the 2004-05 Perkins Application for CTE Perkins and Tech Prep, as well as being given the opportunity to review their current plan.

To further insure the quality of data, OCTP began two internal “teams.” One team, Data Issues, meets weekly to discuss data issues that concern all units in the office. The second team, Career Initiative Leadership, meets several times a year to review data reports that are submitted to OCTP.

The first two years of PIII focused on data quality issues and the development of a data quality assurance process. The TRAC process, an on-site monitoring system, provides regions individualized assistance with specific grant, fiscal, data, and CIP programmatic problems identified during the data verification and audit. Michigan has combined monitoring for compliance with technical assistance. During the on-site review process, program staff provide review of program quality and technical assistance. Programming staff have continued to work closely with content and academic experts to improve the quality of our CTE program, as well as encourage regions to begin new programs in high need areas. Consultants also review grant activities, use of funds, and data during the TRAC review and on-site visit.

Michigan participated and will continue to participate in the USDOE revisions to the State Plan for Career and Technical Preparation for continued funding and negotiate the Core Performance Indicators levels to be used until Perkins III legislation is replaced.

Postsecondary

Edit checks and preliminary data reports by community colleges were generated for each of the indicators. Four comparative reports and the number of awards conferred in nontraditional programs compared to the number of students having received awards in nontraditional programs are two examples. Once the data are verified and colleges are able to compare their results for 2003-04 with those in 2002-03, they are asked to review their Four-Year Plans. If need be, they are encouraged to update their plans to focus on those areas requiring improvement. All data are compiled via a web-based data collection system, which allows for rapid processing of state data. Colleges will continue to look at ways to gather better and more complete placement data during the coming years. Michigan community colleges are required to evaluate one-fifth of their programs every 5 years. The Core Indicators are required to become part of their local evaluations. Colleges must explain how the Core Indicators will affect program improvement for their specific programs.

This past year a consortium grant was given to develop a college “Dashboard.” The Dashboard allows the community colleges the ability to track key performance indicators and enact a more immediate response to program improvement. The Dashboard has been developed, presented, and is being used by several colleges to enhance their program evaluation and improvement. The Core Indicators are required to be part of the Dashboard. Additionally, an online grant application was completed this year. This online grant application allows the community colleges the ability to submit and review pertinent data more quickly and efficiently. This online format allows for a better, more continuous tracking mechanism for core indicator data and provides an enhanced vehicle for technical assistance. All colleges used the online grant application system to complete the 2003-04 grant closeout requirements.

In an effort to improve our core indicator performance for 1P2 (Technical Achievement) and 4P1 (Non-Traditional Enrollment), our projected improvement plan is as follows:

Best Practice Website - The Community College Services Unit will be enhancing the existing website to include various resources for educators statewide. The intent is to display best practices that may serve as models for other community colleges.

Professional Development - The community colleges will be asked to focus their Perkins dollars toward professional development for the faculty who teach in programs that did not meet the state level of performance for technical achievement.

Critical Thinking - A conference will be held for the community colleges designed to assist faculty in developing critical thinking skills.

Summer Data Workshop - A summer data workshop will be planned. This workshop will include information on core performance indicators, including technical achievement (1P2) and non-traditional enrollment (4P1). The intent is to improve or maintain the outcomes for all core performance indicators. Specific sections will address the needs of Special Populations and share best practices in teaching and learning.

Special Populations Support - Community colleges that did not meet the state level of performance for non-traditional participation will be requested to focus Perkins dollars toward Special Populations Services for non-traditional students.

Technical Assistance - Throughout the year, the staff of the Community College Services Unit will provide technical assistance on the core performance indicators – specifically technical achievement and non-traditional participation – during their scheduled on-site monitoring visits and Office for Civil Rights reviews.